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AUTHOR Warden, John W.; Lehrman, Raymond H.
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ABSTRACT

This publication on reviewing existing vocational education programs is the third in the Self-Help series of five booklets designed for Alaska administrators and teachers to improve vocational services provided to handicapped pupils. It begins with a checklist of implications for administrators and teachers. Reasons for program review and some typical problems encountered by vocational personnel are then briefly discussed. A system of review of the vocational education program is suggested, and a four-step process is recommended. One approach to program review--self-study--is briefly discussed, and some self-study questions are listed. Other strategies and approaches are then presented for consideration. A guide for review of present operations through a focus on policy is provided in the form of a checklist to determine need for policy development in a number of areas. Suggestions for teacher and administrator participation in the review process are listed. Questions for further discussion and a bibliography are provided. (YLB)

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Reviewing Vocational Programs for Handicapped Students

• Self-help booklet 3 •

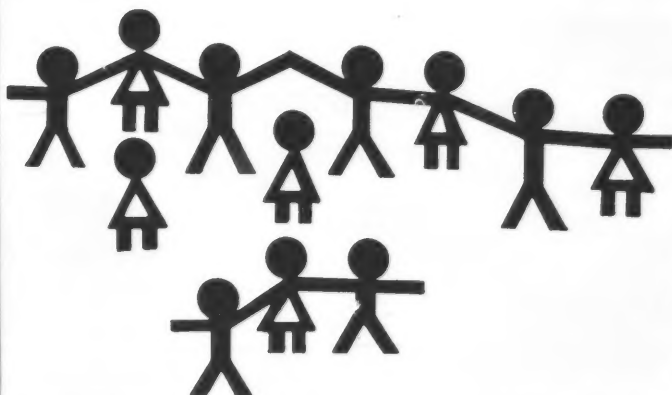
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REVIEWING VOCATIONAL PROGRAMS
FOR
HANDICAPPED STUDENTS

by

John W. Warden and Raymond H. Lehrman

The Northern Institute for Research, Training and Development, Inc.,

650 West International Airport Road
Anchorage, Alaska

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IMPLICATIONS FOR ADMINISTRATORS AND TEACHERS

Meeting the vocational needs of handicapped students may require the review of existing vocational education programs. Consider the following statements and make an appropriate check by those which relate to your situation. Program review implies that...

- ___ Your personal commitment to the review process will be given or secured.
- ___ Responsibilities for conducting the review will be identified among participating groups and individuals.
- ___ Procedures will be developed for sharing the results of a review with others.
- ___ Findings will evoke varying degrees of support and/or criticism based upon degrees of resistance to possible changes.
- ___ Increased needs will be recognized along with a possible increase in demand of resources.
- ___ Investigations into how such reviews have been done elsewhere will be undertaken.
- ___ Overall coordination of the review will be required of one or more individuals at the local level.
- ___ The degree of compliance with regard to federal and state laws will be clarified and documented.
- ___ Other issues and concerns outside the scope of the review process will likely emerge.
- ___ A demand for increased communication will emerge in the review process that must be addressed.
- ___ The eligibility for funding may increase to serve the vocational needs of handicapped students.
- ___ Changes will likely be forthcoming with regard to people's attitudes about the handicapped.
- ___ Changes will likely be forthcoming with regard to fiscal matters, staffing, facilities, parent involvement, instructional planning and delivery of instruction.
- ___ Overall community and organizational awareness will likely increase with regard to meeting the vocational needs of handicapped students.

REASONS FOR PROGRAM REVIEW

In a recent nationwide research report the Olympus Research Corporation (1975) studied the impact of the federal set-aside funds for the handicapped under the Vocational Education Amendments of 1968 and discovered that: 1) nearly 70% of the local projects did not integrate the handicapped student with the non-handicapped; 2) staff training was conducted on an informal basis; 3) evaluation and classification of students by handicapping condition occurred before students were referred into vocational programs; 4) classification of students in mentally handicapped categories was a source of tension; 5) theoretical commitments to individualized instruction had not been translated into action; and, 6) a majority of the handicapped students were enrolled in non-skills training courses.

Another study conducted in Wisconsin (1972) reported major problems in serving handicapped students in vocational education due in major part to: 1) lack of receptiveness and sensitivity on the part of local school boards, administrators, staff and teachers; 2) lack of local matching funds to support what are often viewed as extra-expensive, special programs and services; 3) lack of available, qualified staff to provide individualized instruction; 4) lack of on-the-job training and employment opportunities in the community; and, 5) lack of knowledge about what to do for persons with special needs, including the kinds of programs to develop.

While the above studies may not convince you and others of the need for a review of existing vocational education programs to accommodate the needs of handicapped students, consider the following practical reasons for undertaking such a review...

- ... to answer the question "What are we doing now?"
- ... to be able to better explain our program to parents and the community
- ... to find out if we are in compliance with state and federal laws
- ... to determine areas for further improvement
- ... to identify our program strengths
- ... to become familiar with areas where people see problems arising
- ... to determine how to use resources wisely
- ... to involve key people in the planning process
- ... to prepare people for the idea of change
- ... to document program progress
- ... to document additional needs
- ... to provide evidence for fund-seeking
- ... to involve parents and community members in the program
- ... to identify barriers which must be overcome
- ... to provide a basis for goals and objective development
- ... to better serve the handicapped at the classroom level in vocational education

TYPICAL PROBLEMS ENCOUNTERED BY VOCATIONAL PERSONNEL¹

One of the major reasons for reviewing existing efforts is simply to uncover problems that need to be dealt with at some point in time. Consider the following list as a starting point or reference.

Problems Which Relate to the Handicapped Student

- * student behavior problems and poor attitude; students who need help do not believe they need it.
- * discipline problems
- * students cannot apply what they learn (problem of transfer)
- * students are not concerned or interested in making future plans
- * students do not have a healthy "self-image"
- * students' desire for peer group acceptance
- * students' lack of motivation; difficult to keep them interested and motivated for the entire class period
- * poor student attendance
- * students' personal problems which interfere with their learning
- * students' low reading ability
- * students are unable to work independently

Problems Which Relate to Vocational Education Personnel

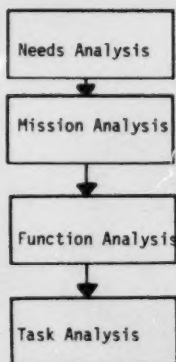
- *Vocational education personnel's lack of time for:
 - * planning
 - * self-improvement
 - * home visits
 - * individualized instruction
- *Vocational education personnel's lack of:
 - * proper or adequate facilities
 - * competencies
 - * motivational resources
 - * instructional materials and packages
 - * ability to deal with personal problems of students
- *Other vocational education personnel problems:
 - * unable to motivate students
 - * difficult to secure administrators' cooperation in developing specific programs for students in need of special attention
 - * unable to provide quality instruction to all groups and levels of students in class
 - * continually keeping oneself (teacher, motivated

¹Adapted From: Identification of Problems and Competencies Needed by Vocational and Technical Education Personnel Teaching Persons With Special Needs in Virginia. Sheppard, N. Alan Virginia Polytechnic Institute and State University, Blacksburg. Division of Vocational-Technical Education, 1975 80p

A SYSTEM OF REVIEW¹

A system of review of the vocational education program to accommodate the needs of handicapped students can focus on four levels of analysis. Such an analysis will enable educators to determine "where we are now" and "where we would like to be" in terms of outcomes or results.

Needs (outlined in more detail in booklet #2) enable educators to determine discrepancies between present services and those deemed desirable and necessary. Mission, function and task analysis are designed to work from the general to the specific in an orderly process. Consider the following graphic as a possible framework for analysis.



The formal process for identifying outcome discrepancies between "where we are now" and "where we should be."

The formal process for determination of "where we are going," "how we know when we have arrived" and "what the major steps are for getting there."

The formal process for determination of the subfunctions of the mission profile. It includes performance for the successful accomplishment of each function in the mission.

The formal process for determination of the lowest level of analysis. Specific individuals and the performance of specific tasks becomes the core focus.

As Kaufman (1972) has noted, the difference between mission, function and task analysis is arbitrary and depends on each starting place. One possible way of knowing when you have reached the task level is to ask yourself "if I break it down any further, would I have to start stating 'how' the job would have to be done." If the answer would be "yes," stop, you are at the task level. An analysis should only be carried down to the level necessary for the analyst to be reasonably assured that he will "get back" the necessary information required for decision making.

¹ Adapted from: Kaufman, R. Educational System Planning. Englewood Cliffs, New Jersey, Prentice-Hall, 1972, pp. 25-26, 53 and 115.

RECOMMENDED STEPS FOR REVIEW ²

The review process can be stated in very simple terms. It is what "may" be included in each step that makes the review process time consuming and difficult. The process can be reduced to four basic steps as follows:

- A. Determine the Ground Rules
- B. Gather the Evidence
- C. Analyze the Evidence
- D. Formulate Recommendations and Implement Changes

Briefly, let us describe what must be considered as a minimum, if the review is to be somewhat successful.

- A. Determine the Ground Rules
 - *What is the purpose of the review?
 - *What is to be reviewed?
 - *Who will review?
 - *How will the review be conducted?
 - *What standards will be used for comparison?
 - *What evidence will be acceptable?
 - *What instruments will be used to gather evidence?
 - *What follow-up activities will take place?

In short, the who, what and how questions must be agreed upon by all interested persons prior to the start of the review, if it is to be worthwhile.

- B. Gather the Evidence

Once instruments have been selected and what will or will not be acceptable as evidence has been determined, then the process of gathering and compiling data becomes a very mechanical function needing very little explanation.
- C. Analyze the Evidence
- D. Formulate Recommendations and Implement Changes

While these are definitely two distinct steps in review, they will for the most part occur simultaneously. As the evidence is analyzed and comparisons are made, a pattern of recommendations will emerge. Once these recommendations are seen then plans for communicating the recommendations and implementing the changes based on the recommendations can be formulated.

² Adapted from: Handbook for Vocational Programs for the Handicapped.
MacDonald, E. & Bridges. Maine State Department of Education, Augusta,
Bureau of Vocational Education, 1972 119p

THE SELF-STUDY APPROACH³

Self-study is an analysis of an institution's effectiveness, use of vocational education resources in serving the handicapped, and is conducted by its own staff. People define the context in which they want programs and services to be examined and reveal their level of expectation. One of the results is likely to be a new surge of common effort to consolidate and improve the whole. Benefits are proportional to the incisiveness of the inquiry--its aim must be to understand, evaluate, and improve, not merely to defend.

In setting up the project, keep these points in mind:

1. Bring as many vocational education faculty members, students, administrators, and representatives of the handicapped sectors of the community as possible into the thinking and discussion. Faculty, administration, and students enrolled in vocational education programs for the handicapped should be represented on the steering committee and in the task forces.
2. Make sure that ultimately the whole vocational education staff involved in programs and services for the handicapped, faculty, administration, and community people representing the handicapped understand the total responsibility for the entire report.
3. Use a small steering committee with an active, interested chairperson to plan the work, hold it in balance, suggest new approaches, and edit the final report. The chairperson of this committee is one of the two key people in the enterprise, the other being the director of Vocational Education of the organization. The position, in its demands on time, energy, intelligence, and tact, is a major assignment calling for some kind of special recognition and load allowance.
4. Adopt a definite timetable; make it generous, but insist on maintaining it.
5. Carry the results of the study through to action.

New thinking, new patterns, new proposals, and very likely new unity behind them in offering vocational education programs and services for the handicapped will emerge during the process.

³Adapted from: Supplement to Handbook for Self-Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community College Under the Vocational Education Amendments of 1968 (P.L. 90-576). Tadlock Associates, Los Altos, California, 1972 50p.

SOME SELF STUDY QUESTIONS⁴

The following questions were proposed by Tadlock Associates with regard to serving the handicapped. They may likewise be useful to you.

1. What is the institution's operational definition of a handicapped student?
2. What are this institution's objectives with regard to vocational education for the handicapped and what obligations does it have?
3. Are the objectives appropriate? Now? Here? For its constituency?
4. Are the organization's vocational education programs for the handicapped consistent with its objectives?
5. Are the programs, activities, and services designed to achieve the objectives?
6. What indications are there that the special services permeate the fabric of the organization? That special services make a difference?
7. What evidence is there that these programs are not an appendage, not window dressing to the organization? Is there a sense that that these programs are token?
8. Are the resources available to carry out the programs? Will they continue to be available?
9. Is there reason to believe the objectives are being achieved? What is the evidence?
10. What are the perceptions of the students, the staff, and the community regarding the attitude and support of the program(s)? What evidence is there of the validity of these perceptions?
11. What are the perceptions of the staff about the handicapped?
12. What are the levels of expectations of the staff regarding performance by handicapped students?

⁴ Adapted from: Handbook for Self Evaluation of Programs and Services to the Disadvantaged and the Handicapped at Community College Under the Vocational Education Amendments of 1968 (P.L. 90-576). Tadlock Associated, Los Altos, California. 1972 35p

OTHER STRATEGIES AND APPROACHES

Listed below are some possible other avenues for reviewing vocational programs with regard to meeting the needs of handicapped students. Most require much less time than a formal self-study review approach but the results may likewise be less complete and informative.

Consider the following....

- * Find or "build" a description of a good program and compare this description with the existing program.
- * Develop a list of program strengths and weakness and encourage others to do likewise.
- * Prioritize the present program goals and compare with dollar expenditures.
- * Solicit consumer opinion and analysis through formal or informal interviews with parents, employers and students.
- * Spend classroom time each week on reviewing progress and problems with student assistance and input.
- * Conduct a third-party review or evaluation with the help of others.
- * Write a chronology of key program events.
- * Develop your own program standards in the form of a review list.
- * Use a federal grant application form as a reference for a program review procedure.
- * Go to program graduates and obtain their view of the program.
- * Produce a television or photographic review of the program.
- * Hold a vocational education/special education open-house for discussion and input.
- * Conduct a "review play" in which each program element is dramatized by students.
- * Develop a "progress chart" which depicts key accomplishments and tasks by all those involved.
- * Keep a diary of daily occurrences and personal observations.

A SPECIAL FOCUS ON POLICY REVIEW

One additional way to review present operations is to review the formal policies of the organization. Organizational policy can set both a direction and a tone of support for meeting the vocational needs of handicapped students. The Council for Exceptional Children (Davis and Ward, 1978) recently published a guide for policy development regarding vocational education of handicapped students. Does your school district have or need policies in any of the following areas?

<u>PLANNING AND ADMINISTRATION</u>	<u>Need</u>	<u>Don't Need</u>	<u>Already Have</u>
100 Objectives for planning vocational education of handicapped students.....	___	___	___
101 Cooperative planning to meet the needs of handicapped students in vocational education.....	___	___	___
102 Development of a plan for serving handicapped students.....	___	___	___
103 Specially designed vocational education programs for handicapped students.....	___	___	___
104 Management of vocational education programming for handicapped students.....	___	___	___
105 Cooperation with vocational rehabilitation...	___	___	___
106 Cooperation with other agencies and organizations.	___	___	___
107 Administrative options to provide vocational education to handicapped students.....	___	___	___
108 Contracted services.....	___	___	___
109 Local advisory council.....	___	___	___
110 Program evaluation.....	___	___	___
<u>IDENTIFICATION OF STUDENTS</u>			
200 Definitions of handicapped students.....	___	___	___
201 Processes for determining handicapped population.....	___	___	___
202 Publicizing availability of vocational education for handicapped students.....	___	___	___
203 Notification of out-of-school handicapped youth of availability of vocational education.....	___	___	___
204 Referrals to vocational education.....	___	___	___
205 Referral to vocational rehabilitation services.....	___	___	___

<u>VOCATIONAL ASSESSMENT</u>	<u>Need</u>	<u>Don't Need</u>	<u>Already Have</u>
300 Provision for vocational assessment of Handicapped students.....	___	___	___
301 Components of vocational assessment.....	___	___	___
302 Options for providing comprehensive vocational assessments.....	___	___	___
303 Personnel to conduct vocational assessment in a school-based setting.....	___	___	___
304 Vocational counseling.....	___	___	___
305 Readiness for assessment.....	___	___	___
306 Evaluation standards and procedures.....	___	___	___
307 Review and/or update of medical, psychological, educational, and social assessment data.....	___	___	___
308 Use of vocational instruments.....	___	___	___
309 Use of work samples.....	___	___	___
310 Exploratory vocational course tryouts.....	___	___	___
311 Observation of work behavior.....	___	___	___
312 Assessment report.....	___	___	___
<u>INDIVIDUALIZED EDUCATION PROGRAMS</u>			
400 Local educational agency responsibility for individualized education program.....	___	___	___
401 Planning for the student's individualized education program.....	___	___	___
402 Participants in the meeting to develop the student's individualized education program..	___	___	___
403 Contents of individualized education program.	___	___	___
<u>PROGRAM PLACEMENT</u>			
500 Requirements for making the vocational education placement decision.....	___	___	___
501 Placement in the least restrictive environ- ment.....	___	___	___
502 Availability of various alternative place- ments.....	___	___	___
503 Review of eligibility requirements for regular vocational education programs.....	___	___	___
504 Admission to regular vocational education programs.....	___	___	___
506 Changes in the handicapped student's IEP and program placement.....	___	___	___

SERVICE DELIVERY

	<u>Need</u>	<u>Don't Need</u>	<u>Already Have</u>
600 Coordination of services delivered by vocational education, special education and vocational rehabilitation.....	___	___	___
601 Vocational education program alternatives....	___	___	___
602 Career education and prevocational activities.....	___	___	___
603 Handicapped students in regular vocational education programs.....	___	___	___
604 Special vocational education programs.....	___	___	___
605 Provision of supportive (related) services...	___	___	___
606 Modifications to assist handicapped students in vocational education.....	___	___	___
607 Work experience programs.....	___	___	___
608 Sheltered pre-employment services.....	___	___	___
609 Credits toward graduation.....	___	___	___
610 Travel training for transportation to jobs on completion of vocational training.....	___	___	___
611 Job placement and followup services.....	___	___	___

FACILITIES AND EQUIPMENT

700 Exclusion of handicapped students because of inaccessible facilities prohibited.....	___	___	___
701 Accessibility of new construction.....	___	___	___
702 Safety standards.....	___	___	___
703 Adaptive service and special equipment.....	___	___	___

PERSONNEL

800 Provision of adequate staff.....	___	___	___
801 Student/staff ratio.....	___	___	___
802 Certification of staff.....	___	___	___
803 Fair employment practices.....	___	___	___
804 Professional development.....	___	___	___
805 Inservice training.....	___	___	___
806 Personnel evaluation.....	___	___	___
807 Position descriptions.....	___	___	___

FISCAL MANAGEMENT

900 Funds for vocational education programming for handicapped students.....	___	___	___
901 Fiscal accountability.....	___	___	___

REFERENCES

Work evaluation systems.....	___	___	___
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HOW YOU CAN HELP

The success or failure of the review process relies heavily upon personal involvement and participation. Teachers and administrators can plan major roles in helping throughout the review process.

Why not help by simply...

- ... being a positive supporter of the process and affirming the importance of reviewing what is presently going on.
- ... providing a special point of personal view with regard to various aspects of the review including instructional, fiscal matters, communications, staff development, etc.
- ... asking key questions or describing key areas which need to be examined in the review.
- ... encouraging others to participate in the review.
- ... providing support resources to do the review including release time, consultant services, assign responsibilities, etc.
- ... seeking out information on other review models for consideration.
- ... explaining to others the rationale and value of conducting such a review.
- ... playing "devil's advocate" and challenging the review process as a means of improving the overall process.
- ... coordinating or linking people and materials needed to conduct the review.
- ... seeking out the help of others by asking for assistance.
- ... being an advocate for your own role group and critique the review process for further improvements.
- ... determining what you can specifically do in the classroom or at the administrative level to assist in the review process.
- ... conducting your own personal review in an informal manner.
- ... volunteering as a worker in any role in the review process.
- ... encouraging the use of the information collected during the review process as a means to further planning and improvement.



QUESTIONS FOR FURTHER DISCUSSION

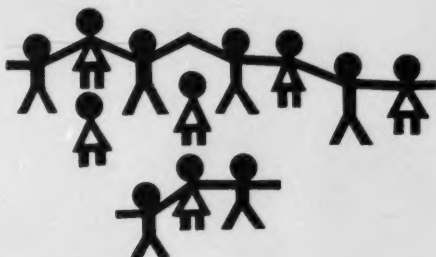
Listed below are a few questions designed to serve as "thought stimulators" for yourself and others with regard to reviewing our program and meeting the vocational needs of handicapped students.

1. WHY SHOULD WE REVIEW OUR PRESENT PROGRAM?
2. WHO HAS RESPONSIBILITIES FOR REVIEWING OUR VOCATIONAL EDUCATION PROGRAM FOR THE HANDICAPPED?
3. WHAT ARE THE MAIN QUESTIONS TO BE ASKED IN REVIEWING OUR PROGRAM?
4. WHAT PROCEDURES AND STRATEGIES HAVE BEEN USED BY OTHERS THAT MAY BE SUITABLE FOR REVIEWING OUR EFFORTS?
5. WHAT ARE THE CRITERIA OR STANDARDS TO USE IN LOOKING AT OUR EXISTING PROGRAM AND WHO DETERMINES THEM?
6. WHAT KINDS OF INFORMATION SHOULD I/WE BE COLLECTING THAT WOULD HELP IMPROVE EFFORTS?
7. WHAT SOURCES OF INFORMATION SHOULD BE USED IN PROGRAM REVIEW?
8. WHAT ARE THE RESOURCES I/WE CAN USE IN THIS REVIEW?
9. WHAT ARE THE REALISTIC BARRIERS, LIMITATIONS OR CONSTRAINTS THAT I/WE FACE?
10. HOW WILL ANY SUCH REVIEW TIE INTO FUTURE EFFORTS OR WHAT WILL HAPPEN NEXT?

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THE SELF-HELP SERIES

This publication is one in a series of five booklets designed for Alaskan Educators. The focus of all five publications is upon improving the vocational services provided to handicapped pupils. The material is designed to stimulate thought, provide some basic information and draw the readers' attention to additional resources on meeting the vocational needs of handicapped students. They are designed primarily for administrators and teachers but also could be shared with parents, agency officials and community members alike. The titles for each of the Self-Help Series are listed below.

1. LAWS AND REGULATIONS TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS
2. VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS
3. REVIEWING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS
4. GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
5. PLANNING TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Additional copies may be available from the Alaska Department of Education on a limited supply basis. Address all comments and requests to: Vocational/Special Education, Department of Education, Pouch E, Juneau, Alaska 99811.

There is only one man in the world
and his name is All Men
There is only one woman in the world
and her name is All Women
There is only one child in the world
and the child's name is All Children

- Carl Sandburg